Year 5 Reading Knowledge and Skills Curriculum Map

In every unit of guided reading lessons, children will be taught and continue to practise the following skills:

- **Word Reading**

- **Comprehension**

- **Inference**

- **Language for Effect**

- **Themes and Conventions**

Skills are cumulative across the year and will be repeated and practised in many contexts. The following curriculum map outlines when specific

knowledge and skills will be taught however, each unit will often also practise previously taught skills in order to embed them. For example,

inference skills to make predictions based on events so far may be taught in the initial autumn term but will be repeated throughout the year in

different contexts such as using inference to infer a character's feelings or motives.

Autumn	Spring	Summer
Fiction ❖ The Boy with the Bronze Axe by Kathleen Fidler ❖ Defenders Pitch Invasion by Tom Palmer	**Fiction** ❖ Kensuke's Kingdom by Michael Morpurgo ❖ The Wolf Wilder by Katherine Rundell	**Fiction** ❖ Murder on the Safari Star by M.G. Leonard and Sam Sedgman ❖ The Secret of the Night Train by Sylvia Bishop
Non-Fiction ❖ History Detective investigates Stone Age to Iron Age by Clare Hibbert ❖ Prehistoric Sites by John Malam	**Non-Fiction** ❖ The Usborne Complete Book of the Human Body by Anna Claybourne ❖ Body Atlas Heart and Lungs by Steve Parker	**Poetry** ❖ Selection of texts
WORD READING • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet **COMPREHENSION** • Ask questions to improve their understanding of a text • Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context • Retrieve, record and present information from non-fiction • Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen • Distinguish between statements of fact and opinion and understand why this is important to interpreting the text	**WORD READING** • Continue to embed skills and fluency from previous learning **COMPREHENSION** • Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas • Extract information and make notes using quotations and reference to the text • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Identify and explain the author's point of view with reference to the text **INFERENCE** • Make links between the authors' use of language and the inferences drawn **LANGUAGE FOR EFFECT**	**WORD READING** • Continue to embed skills and fluency from previous learning **COMPREHENSION** • Continue to embed skills and fluency from previous learning **INFERENCE** • Continue to embed skills and fluency from previous learning **LANGUAGE FOR EFFECT** • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear **THEMES AND CONVENTIONS** • Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors • Make comparisons within and across books

- Recommend books that they have read, giving reasons for their choices

- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

- Provide reasoned justifications for their views

INFERENCE
- Predict what might happen from details stated and implied

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

LANGUAGE FOR EFFECT
- Identify how language, structure and presentation contribute to meaning

- Show understanding through intonation, tone and volume so that meaning is clear to an audience

THEMES AND CONVENTIONS

- Identify and discuss themes and conventions in a wide range of writing e.g**.** 'heroism' or 'loss'

- Read books that are structured in different ways and read for a range of purposes

- Discuss and evaluate the intended impact of the language used with reference to the text

THEMES AND CONVENTIONS
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

- Identify how presentational and organisational choices vary according to the form and purpose of the writing